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ABSTRACT

This guide consists of suggestions, ideas, and tips intended to stimulate development of cooperative summer youth employment programs in local communities. Addressed in the individual sections of the guide are the following topics: tips on where to start, suggestions on how to get started, hints on securing resources, program resources, use of loaned staff and volunteers, 10 ingredients for a successful summer youth jobs program, remediation and linkages with education, summer jobs with military bases, summer vocational exploration programs, summer on-the-job training, special state and citywide efforts, and the story of how eight corporations created hundreds of summer jobs for youth. An appendix to the booklet contains the addresses of 10 regional service offices of the National Alliance of Business. (MN)

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Program Ideas for
Summer Youth Jobs
Project Managers

The Complete Resource Guide for Summer Youth Programs

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WE
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Dear Colleague:

Nothing is more crucial to the future health of America's workforce than a solution to the growing problem of youth unemployment. With almost half of all minority youth, and nearly one out of five of all teenagers unable to find work, training young people and placing them in jobs is much more than a humanitarian concern.

The National Alliance of Business has over 15 years experience in setting up public/private partnerships to help solve youth unemployment. Again this year we will be helping communities nationwide organize and promote their summer youth employment programs. The major thrust of this effort is to encourage business to hire needy youth. Our message is clear: Young people want to work! They just need to be given a chance. And American business benefits too, not only by gaining a willing workforce, but also by realizing substantial tax credits.

The purpose of **The Complete Resource Guide for Summer Youth Programs** is to spark enthusiasm, offer viable suggestions and create the desire to make your Summer Youth Jobs Program one of the best in the nation. We emphasize the variety among programs that have been successful, realizing that each effort must be tailored around available resources.

The information in this book offers suggestions, tips, and ideas to stimulate the development of innovative summer employment programs in your community. The program models identified serve as examples of what can be accomplished when local businesses and governments work together.

This book is part of the National Alliance of Business' Summer Jobs for Youth technical assistance materials. For the complete package contact your NAB Regional Service Office, or write to our Washington, D.C. headquarters (addresses and telephone numbers are listed in the appendix).

I'm sure you'll agree that our young people are one of America's most prized natural resources. Let's give them a chance to be their best.



William H. Kolberg
President
National Alliance of Business

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Tips on Where to Start

The development of a well-coordinated private sector summer youth employment program requires leadership and organization. In local communities, during 1984, different organizations or combinations of organizations, some beginning new efforts and others continuing strong programs, took the "lead" in developing very successful programs.

ATLANTA, GA; MINNEAPOLIS, MN; NEW ORLEANS, LA; BOSTON, MA; ST. CROIX, VI and JACKSONVILLE, FL, are a few of the good examples where the private industry council effectively provided the lead role to obtain greater private sector involvement and increased the percentage of summer jobs for disadvantaged youth.

RICHMOND, VA; CHARLOTTE, NC; COLUMBUS, OH; LOS ANGELES, CA, and the GREATER WASHINGTON, DC, area are illustrative of places where the chamber of commerce, alone or in coordination with the PIC or other organizations, provided leadership.

The local Alliance of Business in DALLAS, TX; DETROIT, MI; DENVER, CO; HOUSTON, TX and KANSAS CITY, MO, continued to take the lead in private sector programs, coordinating their efforts with other local groups.

State agencies in MICHIGAN, CALIFORNIA, RHODE ISLAND, and NORTH DAKOTA assumed the lead responsibilities to coordinate state-wide efforts.

Mayors and local employment and training offices provided the impetus in BALTIMORE, MD, and SAN FRANCISCO, and OAKLAND, CA.

NEW YORK'S PARTNERSHIP was spearheaded in 1979 by David Rockefeller, who effectively organized over 100 businesses and community organizations to improve social and economic conditions in the city. The lead role for the summer program, which is rotated among the top private sector firms, was held by Citicorp in 1982.

WHIO-TV station in DAYTON was the lead organization for a coalition of city and county government, the business community, labor, city and county schools and community organizations.

The Prudential Insurance Company was the prime mover of the NEWARK, NJ program.

Major corporations such as Kaiser Aluminum, General Foods, Ralston Purina, Internorth, Georgia Power, and Xerox have designed and operated corporate summer jobs efforts.

Suggestions on How to Get Started

Beginning a summer jobs program requires coordination and cooperation among interested groups. Most program operators start by assessing the existing community resources in a number of ways.

The NEW YORK Partnership established a Youth Employment Task Force, with a Working Committee and Summer Program Sub-Committee to research, plan, and coordinate the private sector campaign. Initially, a management consultant firm was hired to study the city's youth employment services and the job market, to analyze potential program models, and to view job development and placement systems in comparable cities.

The DAYTON SEEK program began with the meeting convened in March by WHIO-TV. Included were representatives of the city and county boards of education, the chamber of commerce, the Urban League, and labor. They agreed that a coordinated approach would enlist the cooperation of businesses. The coalition was formed, the name Summer Employment Encourages Kids (SEEK) selected, steering committee designated, and the WHIO-TV director of community relations selected as project coordinator.

RICHMOND's summer-jobs-for-youth started in January with a meeting of all area youth agencies. The group established the program

objectives, outlined publicity plans, and established a goal of 1,500 placements. During the second meeting in February, the group drew up a budget and approved systems for job development and student recruitment. Committees were organized to carry out the major functions.

State-wide efforts in CALIFORNIA began when representatives of the Governor's Office, the State Legislature, the Health and Welfare Agency, the Employment Development Department, the Department of Education, and the Department of Economic and Business Development met with representatives of the National Alliance of Business in early June to discuss a summer youth initiative. A highly successful project run jointly by San Francisco's Mayor's Office of Employment and Training and the San Francisco Private Industry Council, in

which the NAB regional service office participated, served as a model.

The TORRANCE, CA, "YES" program was initiated after a local PIC board member and employment and training staff had attended the NAB Western Regional Service Office's training session. At a later PIC meeting, the regional office successfully made a presentation on summer youth programs. So, the TORRANCE PIC, using EGS funds, organized a Summer Youth Coordinating Committee to develop and plan a program. The group tapped the membership of the chamber and the PIC (some were members of both organizations), a member of the City Council, and representatives of the local business community. The program was opened to youth aged 16-21 and was based on the NAB model.

Timetable for Summer Youth Program Activities

The following chart provides a timeline to assist local planners in establishing their summer program early and comprehensively.

Remember, the summer program requires almost a year-round planning activity in order to be effective.

OCTOBER

- Begin program planning
- Contact past program operator
- Establish program methods and procedures

NOVEMBER

- Contact other groups planning to operate summer programs
- Initiate Management Information Systems (MIS)
- Develop agreements with youth recruitment and placement agents
- Recruit staff and volunteers

DECEMBER

- Secure office space
- Review overall program development to date

JANUARY

- Assign account executives
- Assign public relations specialist
- Plan publicity campaign
- Conclude agreements with youth recruitment and placement agents

FEBRUARY

- Conduct program orientation sessions for staff, volunteers and employers and community groups
- Assign volunteers
- Conduct telephone sales training
- Begin publicity campaign
- Begin Job Development campaign

MARCH

- Carry out procedures/guidelines for monitoring, follow-through, recordkeeping, evaluation, and supportive services
- Follow-through on recruitment, job development, publicity, and placement agent(s)

APRIL

- Recruit youth
- Screen and match youths with jobs
- Begin TJTC eligibility determination

MAY

- Schedule press conference
- Begin TJTC vouchering
- Start youth orientation sessions
- Begin making placements
- Youth begin working

JUNE

- Begin follow-up activities
- Continue making referrals
- Other youth begin working

JULY

- Begin follow-up of activities
- Publicize activities

AUGUST

- Start close-out of activities
- Follow-up on program activities

SEPTEMBER

- Prepare close-out reports of all activities
- Analyze all program data and write program report
- Hold "thank you" reception
- Present awards

Hints on Securing Resources

After the overall scope of the program and its objectives have been determined, tapping local talent, resources, skills, and especially obtaining volunteer services is fundamental to program success.

In NEWARK, NJ The Prudential Foundation obtained funds after pledging the first \$25,000 through letters and follow-up visits from companies and foundations such as Public Service Electric and Gas, New Jersey Bell, the Victoria and Schumann Foundations, and the Turrell Fund. In early April, the PIC began planning, organizing, and developing the project. A meeting in late April was attended by representatives of 13 community organizations who enthusiastically agreed to develop jobs, recruit and screen youth, and handle the administrative tasks.

BALTIMORE used the already established Blue-Chip-In program as a vehicle. The mayor was the key salesperson, meeting with business people, religious groups, community organizations and individuals and promoting the sum-

mer effort through the media. Businesses were urged to select summer youth as an investment and to provide cash contributions or jobs, whichever was most convenient. The network of community organizations funded by United Way served as a resource for development in small businesses. The program staff requested help from other government agencies, businesses, schools, and community groups to help with youth recruitment, orientation and follow-up.

RICHMOND, VA obtained the cooperation and support of the area school counselors to recruit and register youth, provide orientation during school assembly programs, and help with the job-worker matching and follow-up.

AKRON, OH obtained loaned executives from the Housing Authority to do job development.

KANSAS CITY, MO incorporated its job development campaign into the United Telecommunications telemarketing service.

Program Resources

Exhibit

Source

Local Businesses

Advertising Agencies and
Public Relations Firms

Potential Contributions

- Loaned staff
- Office space and other facilities
- Telephone banks
- Computer services
- Printing
- Graphics artwork
- Paper and other supplies
- Use of newsletters to reach employees (private householders) about jobs for youth
- Advertising/Publicity
- Advice/assistance on layout and design of promotional literature
- Design of advertisements
- Advertising space on billboards, etc.
- Advice/assistance in developing marketing strategies

Utility Companies	• Inclusion of envelope stuffers to employers and householders in utility bills • Loaned staff • Training of volunteers—telephone
Hotels and Motels	• Advertising space on outdoor signs
Hospitals	• Paid and volunteer job opportunities
Financial Institutions, Banks, Investment Houses	• Loaned staff • Staff training • Youth orientation • Mailing list
Communications/Media	• Loaned staff • Public service time/space • Staff training/orientation
Secondary Schools	• Office space and other facilities • Loaned staff • Source of student volunteers to work in program • Participants
Colleges and Universities/ Regional Occupation Programs	• Printing • Computer services • Student and faculty help in writing and designing promotional literature and developing marketing strategies • Production of TV public service announcements • Loaned staff
Local Government(s)	• Office space and other facilities • Advertising space • Membership lists • Loaned staff • Office space and other facilities • Space in newsletters or public access cable TV for program publicity
Business and Trade Associations	• Membership lists • Space in newsletters for program publicity • Loaned staff • Information on job openings
Professional Groups: Doctors, Lawyers, Counselors, Architects	• Loaned staff • Contributions • Youth orientation
JTPA Program Operators	• Loaned staff • Space and other facilities • Participants
Civic and Service Organizations/Agencies	• Space and other facilities • Loaned staff

Youth Groups,
e.g., Scouts and Teen Clubs

- Youth volunteers

Volunteer Bureaus,
Retired Citizen Organizations

- Volunteer staff
-

Uses of Loaned Staff and Volunteers

There are a multitude of jobs that can be performed by volunteers and loaned staff with or without training. Some examples.

- Managing a special event such as a breakfast or luncheon to kick-off the summer jobs program.
- Serving as account representatives to obtain job pledges and other commitments from businesses.
- Serving as job developers during a telephone campaign to obtain employer job orders.
- Writing news releases and articles.
- Writing and layout of advertisements and promotional literature.
- Doing graphic artwork for advertisements, posters, and other promotional materials.

- Recruiting youth participants.
 - Registering youth for work and placing them in jobs.
 - Conducting or participating in job preparation training workshops.
 - Compiling employer lists for mailing of promotional literature.
 - Telephoning businesses to develop jobs.
 - Typing letters, reports, and address labels.
 - Stuffing envelopes for mailing.
 - Obtaining permission to display posters at various locations.
 - Distributing promotional materials door-to-door.
-

Ten Ingredients for a Successful Summer Youth Jobs Program

Summer youth program administration can vary in complexity. It can involve one organization, or be a joint operation by two or more organizations, or become a complex entity that draws on many diverse groups, businesses, and individuals. Ideally, one organization should take the lead, and the director/coordinator should be salaried. Coordination between the public and private sector has been shown to be a key element in providing summer job opportunities for the greatest number of young people. The flexibility of roles, programming

methodology, and criteria for acceptance in such a cooperative effort has the best chance of providing summer job opportunities for the greatest number of needy young people.

COLUMBUS, Ohio's Hire-A-Teen program was administered by the Employment/Education Commission of the Chamber of Commerce. The program director, paid by the commission, effectively centralized and coordinated all aspects of the program. The program drew strong support and commitment from area businesses. Over 25 companies donated loaned

executives on a part-time basis for approximately six months to market the program and develop job opportunities.

The Greater HOUSTON, TX, Alliance of Business' program was a cooperative effort of the Houston Chamber of Commerce, the Houston Committee for Private Sector Initiatives, the Texas Employment Commission, and the Private Industry Council. Paid staff, working as counselors in the five outreach and TEC centers, were supplemented by loaned executives. Recruitment of volunteers for the phon-a-thon, which began in April, was reported as unsuccessful mainly because of the time (September/October and January/February are considered peak periods for volunteering; volunteering is spontaneous and volunteers like to plunge in right away). A volunteer from the Community Service Option Program was assigned to the program (CSOP is an alternative to incarceration, whereby selected adult offenders are placed in volunteer community service).

NEW YORK CITY's Partnership is a city-wide association of over 100 civic leaders and representatives of large and small businesses. Citicorp served as the lead company in 1982 and provided headquarter offices and an on-loan executive to direct the project, as well as some on-loan staff. The program was totally administered by management and support staff on release time from their employers. Student interns, retired citizens, and neighborhood clubs/organizations volunteered time and other resources.

RICHMOND, VA's program was administered by the Private Industry Council, NAB Metro, and the Chamber of Commerce, which shared cross-membership and staff. A loaned executive, consultant, and PIC/NAB staff team coordinated it. The program functions were carried out by committees led by loaned executives. An Incentive Committee handled school assemblies, registered and interviewed youth; the Placement Committee was responsible for matching youth jobs; and the Business Committee solicited jobs. Over 250 volunteers worked on various aspects of the program.

BALTIMORE, MD's Blue-Chip-In program administered by the Baltimore Metropolitan Manpower Consortium depended on a city-wide volunteer effort. McDonald's Restaurants provided funds for administrative support. The network of United Way funded organizations served as an umbrella for the job development

by local neighborhood organizations. Youth were selected and screened by personnel professionals and the PIC and the Voluntary Business Committee contacted large employers, while City employees held dinners, raffles, flea markets, and other activities to raise funds. This grass root effort, and numbers of people involved, required a lot of organization and structuring by the paid staff.

The Greater DETROIT Summer Youth Phon-a-Thon was cosponsored by area PICs and the Michigan Interagency Collaborative Bodies (ICB) with the cooperation of the Employment Service. The Detroit Alliance of Business has been operating the Phon-a-Thon for several years and was successful in involving five of the seven PICs in the area during 1982. Local corporations provided loaned executives, hosted advisory meetings, donated resources and materials, developed PR materials, conducted the PR campaign, and provided staff training.

The Private Industry Council in JACKSONVILLE, FL, effectively expanded its summer job effort with the help of six loaned executives from Prudential Life Insurance Company. This loaned staff performed the administrative tasks, developed jobs, and obtained resources from other businesses.

The actual operation of the summer program requires some essential activities to insure that it is adequately promoted, youth are recruited, orientation is sufficient, relevant jobs are solicited, youth are effectively matched and placed, employers are provided orientation and follow-up, and the effort is evaluated. Many programs have found novel and innovative ways to improve each of these program operations. Here are ten key areas that successful program operators have considered.

1. Program Planning

Effective planning, the first and most crucial step in operating a successful summer employment effort, is an integral part of a comprehensive management and evaluation process. Timing is readily identified as the most important factor. Ideally planning for a summer program should begin in October. The program operator should make contact with all the groups and organizations that have been or are to be involved and schedule an initial planning meeting.

By completing the planning process early, the program operator has time to hire staff, recruit volunteers, publicize the program and recruit employers. It also provides the time to contact other organizations and community groups to arrange cooperative working agreements.

Planning should provide:

- A realistic management plan,
- An operational plan that spells out the roles of leading participants and all cooperating groups,
- Coordination with other summer youth programs without duplication of service,
- Strategies for effective use of limited resources,
- A comprehensive reporting system to use in evaluation and future planning.

When planning your program, be sure to contact former program operators. Their experience can be extremely useful. Most helpful are those groups that have carried out programs with the private sector. Ask what worked best, what might have worked with modifications, and what did not work at all? Any recommended changes should be fully considered in setting up a new summer youth program.

Obviously, coordination among groups is crucial to effective program planning and the following entities should probably be contacted/involved during the planning process:

- Private Industry Council
- Employment and training offices and local heads of government as well as heads of departments with responsibility for managing summer youth programs within local government
- School principals (public and private)
- Local job service offices
- Community organizations
- Youth organizations
- Chambers of commerce
- Regional service offices of the National Alliance of Business
- Local members of the media
- Religious organizations and the Community Ministry

Many of the young people entering your summer jobs program will have little or no previous work experience. Identifying competencies that are necessary to gain employment in the local labor market and designing a system around these specific skills will provide you with the opportunity to best prepare program participants for success in the real world of work. If

your Summer Jobs Program can state clearly and in measurable terms what skills a young person must master to become employable over the long term, then your programs can be planned, operated and evaluated against these standards.

Standards, if properly set, can be invaluable to the program operator in maintaining the quality of programs, as well as to program graduates and to private employers who will hire the kids. If the standards are set too high, employers may be happy, but eligible youth may be restricted to those with extremely high levels of competence at program entry (there may not be many of these) or those who may not reach the objective within a reasonable time frame. If standards are set too low, your clients served rate may look wonderful for a time, but your program will lack credibility with the public—employers, youth, and the community at large.

While teaching young people the skills they need to get and keep a job, the program can utilize information collected during the teaching process to determine if the competencies are appropriate. Implementing a competency based system will provide the tools that will allow you to evaluate and determine if the standards are too high or too low.

In summary, the planning process for a summer jobs program should begin with an assessment of previous operations. Using this information the program operator can begin to identify needs, set goals and design a new program or make the necessary adjustments or modifications to improve an existing program.

2. Program Management

Just as planning is the first step in a successful summer jobs program, management helps ensure that goals are met. The program operator must develop the management plan during the planning process and make certain it includes specific goals and objectives.

The structure of the summer jobs program may be simple, involving only one organization, or it may be more complex and draw on many diverse organizations, businesses, and individuals. In either case, effective management depends on identifying an organization or group to take leadership responsibility for overall coordination and oversight of the program. *The responsibilities of each group must be clear.*

Once it is decided to have a summer jobs program, the lead organization must first select a director/coordinator. This key full-time position must be filled early in the planning process. The director/coordinator should manage the program and coordinate with all appropriate organizations, formulate operational plans, develop cooperative agreements, and promote the program. The director/coordinator must be sure that all the parts fit into the master plan and that true coordination is maintained. Ideally, the position should be salaried. But when financial resources are limited, recruit a volunteer.

Additional planning and operational support for the program may be sought from an advisory group. Such a group can assure community input for planning, promotion, and oversight. It can play a key role in meeting or exceeding established goals. If a program operator chooses this type of support, members should include representatives from:

- Local business and industry
- Private Industry Council
- Employment and Training office
- Educational institutions
- Other local organizations

Once program staff members have been selected and assigned responsibilities, they should be briefed—ideally in a single orientation session. In practice, however, a program must accommodate a continuing influx of individuals and groups. For example, volunteers may be loaned for brief periods, so provisions to train replacements adequately must be made.

The operator can choose to develop a two-phase orientation program—a packaged version for distribution to everyone and a formal training version including scheduled sessions supplemented by films, discussions, and role playing based on the packaged version.

The orientation should cover:

- Goals and objectives
- Policies and procedures
- Local labor market data and description
- Data and information on youth served
- Marketing techniques.

The operator should give priority to developing a data collection system—a process to obtain, retain, and disseminate information needed to manage the program. The system should include the issuance of periodic reports and data needed and provide for program evaluation. It can range from manually recording daily activities to a sophisticated computerized system. Whichever method the operator chooses, it should:

- Provide data pertinent to management, evaluation, and planning.
- Document efforts to meet goals.
- Collect information to support requests for funds or in-kind contributions.
- Gather data useful in public relations.
- Develop comprehensive information for evaluation.

At a minimum, a data system requires information on the jobs developed and youth referred. Two forms are needed: a job order form and a youth referral form. The job order is completed by the person (the account executive/job developer) who gets the job commitment from the employer. The youth referral form is completed by those who refer youth to the job openings.

These two basic forms make it possible to analyze which jobs are filled, how long it takes to fill them, how many youth remain unhired, and which individuals or organizations refer the most young people. They also provide job matching information and the names of contacts for follow-up. Examples of these forms follow.

SUMMER YOUTH JOB ORDER FORM

Employer: Business Address: Phone Number:	For Office Use			Jobs (#) _____
				Donation (\$) _____
	ID Number	Type of Business (SIC Code)	# of Employees	*TJTC eligibles? Yes _____ No _____

A 0-25

B 26-250

C 251-500

D 500 +

Contact Person:		Contact Date:	
	(Name, Title)		
Job Title/Type of Work:		Skill Needed:	

Comments: _____

Call Back Dates: _____

Follow-up

Number of Placements _____ **TJTC** _____ **Date Job Filled** _____

Comments: _____

Referring Agency

Contact Person: _____ **Phone:** _____

This form should be completed in triplicate, so that all concerned will have copies.

*TJTC eligible youth must be economically disadvantaged, aged 16 - 17, must be first time employees of the employer; they can work up to 90 days between May 1 and September 15 (in order for the employer to earn the 85% Tax Credit)

SECTION 2

EXAMPLES - FORMS

SUMMER YOUTH PROGRAM RECRUITMENT FORM

Recruitment Objective _____ A. _____ B. _____ C.						
Eligibility Status _____ 1. _____ 2. _____ 3.						
Last Name	First	M.I.	Social Security No.	Date	Age	
Street Address		City	State	Zip Code	Telephone No.	Education
List Major Types of Work Exp.			How long Worked		Type of Work You Desire	
					1.	
					2.	
					3.	
					Applicants Signature DATE	
List any special skills, Licenses, or Tools			If under 18 Parent's Signature:			
					DATE Work Permit Number	

Note: This self assessment card is in lieu of a traditional job application. It is designed to save you time yet provides the necessary information to consider you for referrals to jobs. At the time of referral, you may be asked to complete a full application.

This form should be completed in duplicate

3. Publicity/Public Relations

High visibility and continuous publicity to gain support are critical for the summer jobs program. Experience shows that cities with the most active public relations campaigns are the ones viewed as most successful by both community and staff.

TORRANCE, CA used a broad approach to publicize its program. Green and white were the official colors, and the "HIRE-A-YOUTH" slogan was displayed on buttons, balloons, flyers, banners, bus-signs with the phone number 540-JOBS, billboards, and posters.

RICHMOND, VA, used a special public service announcement done by the governor to give its program a shot in the arm.

DAYTON, OH, held a news conference to announce the kick-off and a final one to report results.

The NEW YORK CITY Partnership hosted a press party for public service advertising directors, editors and writers, which helped assure media coverage during the job development period.

The OAKLAND, CA, advertising campaign included electronic billboards, brightly colored rolodex cards, phone stickers and doorhangers. License plate artwork donated by Kaiser Aluminum, "Jobs 4 Kids" was used on billboards, buses and posters.

A "Job Contest" was a promotional project for the SAN LUIS OBISPO, CA, Private Industry Council's program. The contest theme was "tell us how much you want a summer job and win one." Contest participants, aged 15-21, were asked to express in some creative form—paintings, drawings, poems, etc.—why they wanted a summer job. Beside offering a job to the winner, the contest started youth to think early about summer employment and helped to attract youth's attention to the program. After the judging and announcement of the winners, an attractive display of the entries was placed in the new County Government Center and, later, in various banks. The display focused attention on youth summer employment problems and on the PIC's program. Two of the winning youth were featured in television advertisements appealing to businesses to hire youth.

The SAN FRANCISCO, CA, Mayor's Summer-Jobs-for-Youth Program has staged a "paint-in" for high school students during the past two summers to promote awareness of the summer

program. Cunningham and Walsh Advertising sponsored the contest and awarded the winner a summer job with the firm. The agency donated the posters, blank except for the number to contact if an employer has a job for a young person, and the young people produced over 200 posters in six and a half hours. The posters were displayed on the municipal buses during May.

4. Participant Recruitment

Recruitment of youth is another essential element the majority of the service providers using local school systems, governmental agencies, or community organizations. It is also important to provide well-publicized recruitment sites where young people not usually in contact with these agencies can make inquiries and be enrolled.

NEW YORK CITY's Partnership recruitment effort was integrated into the city's total summer youth enrollment process. Applicants are drawn from the Summer Employment Lottery. The Partnership's pool for placement in the private sector is sorted into three groups: a) the top 15 percent who performed well in the previous summer; b) those who placed too far down to be selected for the city's program; and, c) youth who were only marginally poor and did not qualify for the city's program.

BALTIMORE's Blue-Chip-In recruited youth through the school system and community organizations. Each selected youth received a congratulatory letter from the Mayor outlining responsibilities to be performed on the job.

NEWARK's PASE participants were recruited by neighborhood organizations. Each had a large pool of qualified youth and personal knowledge and contact with most of them. Most agencies contacted the youth directly for an interview and completed the necessary forms.

RICHMOND recruited and registered youth through city and county schools. School assemblies oriented the youth to the application process. A Career Opportunities Fair, coordinated by the PIC Career Education Committee and area guidance counselors, provided youth information on the summer program. The Urban League coordinated recruitment of college students.

TORRANCE used a variety of recruitment methods—flyers announcing registration dates,

types of jobs, and residency requirements were distributed; banners, bus placards, and billboards were used; announcements were made at school assemblies and local meetings; and parents, teachers, and counselors were contacted personally. Registration was held on three consecutive Saturdays at the Manpower Office.

The PROVIDENCE, RI, Call-a-Teen Clearinghouse offered youth a Hotline to call to apply for a job.

MINNEAPOLIS, MN, ran an essay contest for youth: "Why an Employer Should Hire Me."

The DAYTON "SEEK" program contracted with the city and county schools to recruit youth. The Chamber of Commerce acted as the administrator for the contract. Both city and county school systems had established procedures for recruitment, processing, and placement of youth in JTPA and other programs. Youth referred to jobs developed through SEEK were selected based on "good attendance records," "good grades," "demonstrated interest in working" and met "economic disadvantaged criteria." However, the established procedure was occasionally violated because of the length of time required to process and certify youth, particularly in the city program.

5. Job Development

Recruitment of employers is the central function of the summer employment program. Job commitments are the foundation on which the program is built. Many program operators rely on a staff of volunteers or account executives to secure commitments.

WASHINGTON, DC's summer program is an intensive effort operated jointly by the Greater Washington Board of Trade and the Chambers of Commerce of Alexandria, the District of Columbia, and the Arlington, Charles, Fairfax, Loudon, Montgomery, Prince Georges and Prince William counties. The Board of Trade serves as a clearinghouse for employers and youth, providing information on the summer program in the specific jurisdictions. Employers are encouraged to place job orders directly with the local agency.

SAN FRANCISCO's phone blitz solicits jobs and is launched by the mayor, who makes personal calls to local employers. Other volunteer callers indicate that they are calling from the mayor's office.

NEW YORK's phone bank, manned by 200 volunteers, was supported in '82 by over

705,000 recruitment notices enclosed in business account statements sent by Citibank and six other major banks.

LOS ANGELES expanded its letter solicitation to large companies by hiring 100-150 officers of student organizations for telephone solicitation of smaller employers—under 50 employees.

The youth in PORTLAND, OR, had an opportunity to solicit jobs during a two-hour "Teen Summer Work-Out" telethon. Over 500 leads resulted. The leads were distributed among local youth agencies for youth placement.

The ATLANTA, GA, *Constitution* sponsored a free classified advertisement campaign for the youth seeking summer employment. Youth under 20 were provided a free "Job Wanted" ad in the Saturday and Sunday newspaper. Youth were required to state in 30 words the area of the city in which they were able to work; any skill, experience, or education qualifications; age, telephone number or street address. A total of 1,100 youth responded. Approximately 22% accepted jobs resulting from the ad, and 45% received at least one job offer.

Delaware County, PA, "Partners in Progress" was donated the use of TV studios by a local cable TV company for one month. A phonathon conducted by senior citizen volunteers was taped and segments ran several times a day. The volunteers followed up the leads and generated 58 youth placements.

6. Job Placement/Matching

Matching the right employer with the right young person is one of the key factors contributing to the success of a summer program. Program operators have found that obtaining detailed information about the requirements of the position from the employers, honestly presenting the skills of the potential hires, and selling both youth and employers on the benefits of the program helps to insure a good match.

The WESTCHESTER COUNTY, NY, "Corporate Community Jobs Project" provided the following warranty to employees:

We stand behind our product. There is a hotline that employers can call if any problems develop. At the employer's request, an expert counseling staff is available to work with employees. Youth workers are expected to meet the company standards. Every effort will be made to refer only qualified candi-

dates, but should a worker prove to be unsatisfactory, he/she can be fired. At the employee's request, the campaign staff will promptly try to find a replacement.

MONTGOMERY COUNTY, MD's "Invest in Youth" campaign developed a private sector job bank, then used a computerized job match system which categorized youth into eight skill areas.

SAN LUIS OBISPO, CA, used a three-element placement process. First, youth pre-job applications, coded for referral source, geographic location and type of job desired were distributed, collected, and analyzed. The county was divided into five areas, and eight job categories were used. Second, employer commitments were obtained with precise job descriptions and interview procedures detailed. Third, applicants were matched to jobs, sent on interviews, and follow-up done with employers to confirm placement.

Matching the right employer with a suitable participant was very important for the NEWARK "PASE" program. Thirteen community organizations developed jobs in 144 neighborhood businesses. These organizations also recruited youth participants, interviewed them and completed the necessary forms. Guidelines stipulated that selected youth had to represent a cross section by race and sex and employers could not hire their sons or daughters. Many of the local employers were family businesses and, at first, did not welcome employees from outside the family or from another race. Their agreement to accept outsiders established precedents and developed new, cross-cultural relationships. Attempts to place youth in non-traditional jobs met with strong employer resistance. For example, the placement of two females in a printing shop was one of the few instances where sexual stereotypes were overcome.

DAYTON's "SEEK" project supplemented letters to CEOs of the area's 100 largest businesses by a special letter from the City-Wide Development Corporation to its members asking them to dedicate available summer jobs to "SEEK" applicants. And the city's boards agreed to canvas neighborhood businesses in each Priority Board area for potential employment.

RICHMOND's youth-run enterprise was one of the cooperating agencies and was very active in job solicitation and placement.

The TORRANCE Chamber of Commerce invited area employers to a "mixer" (social activity) to generate program awareness. Staff wore green YES buttons and pinned a button on each employer spoken with during the evening.

HOUSTON used neighborhood centers staffed with trained counselors to train, match, and refer applicants to jobs. Job openings were obtained daily from the Texas Employment Commission's microfiche.

LOS ANGELES used school-based coordinators to match youth with jobs. Job orders were distributed to the senior high school nearest the job site.

7. Youth Orientation

It is extremely important to develop an orientation program for the young people served by the program. If recruitment is to be completed by a specific date, a half, or full day session can be arranged at a referral agency or another suitable location. If applicants are to be placed continuously, ask the agencies to conduct ongoing orientation sessions. As an alternative, conduct a weekly session for all youth recruited during that week. Due to the short nature of a summer program the program operator may have to opt for a two-step orientation process; a brief session for all young people who apply and a detailed session for those who are hired.

Whichever alternative is used, the orientation should cover the program's purpose and objectives, as well as policy and procedures, job responsibilities for young people and employers, including safety and follow-up.

Try to encourage all employers to hold a special on-the-job orientation for all of the young people they hire. Each participating employer will have different expectations, rules and regulations and the program operator cannot be expected to cover all of them in a general orientation.

Develop a system to maintain ongoing communication with the young people employed by the program. If possible utilize staff or volunteer counselors who are familiar with the world of work, community agencies and services and who have an ability to relate to and work with young people.

The DALLAS "JOY" program provided a one-half hour seminar on self-directed career employment exploration, followed by an inter-

view and ending, in most cases, with a referral to an employer for an interview.

The Private Industry Council of ATLANTA kicked off its eight-week job orientation seminars with a motivational skit, by the Just Us Theatre Company about getting and keeping a job. Other seminars developed by the PIC industry volunteers covered communications, goal setting, attitudes, and corporate expectations.

BOSTON's program placed strong emphasis on recruiting and matching students through high school counselors. At each participating school, a review committee screened student applicants on the basis of attendance, punctuality, employment history, and academic standing. After brief workshops on interview skills and job retention behavior, the students who passed this screening process were referred to job slots, mostly on the basis of current interests and skills.

HOUSTON's extensive five-hour job preparation and retention workshops used case studies, relaxation techniques, and video stimulation. The staff pre-recorded 20 scenarios depicting supervisors in negative situations, using actual job sites and personnel. Youth viewed the tapes on a large screen television and role played, responding as if they were actually in real situations. They were provided scripts of suggested positive responses. Their role playing was video-taped so they had an opportunity to observe and discuss their behaviors. Significant attitude and behavioral changes were evident.

Orientation was done by NEWARK, NJ PASE before youth reported on the job. A half-day session including lunch was conducted by Prudential's personnel staff. Youth were given packets including guidelines for the program, information on pay-date, deductions, and hourly breakdown on the amounts they could anticipate being paid weekly. This orientation was reinforced by counseling and follow-up by the community agency staff throughout the summer.

Youth who registered for the TORRANCE program were provided orientation through the Occupational Readiness Workshops. The 2-hour workshop included tips on getting and keeping a job, how to complete applications and resumes, appropriate dress and successful interviewing. These sessions were also used to introduce the placement staff and provide information on job openings. The staff noted that

participants were equipped to find their own jobs after this workshop.

8. Employer Orientation

Employers need to understand the importance of hiring youth, must be made aware that working with the programs will be compatible with business, and that job candidates are presented honestly. Youth capabilities should not be inflated nor should the employer be led to expect a highly skilled, experienced worker. The project operator also has an opportunity to help employers understand how to manage young employees, provide incentives, structure and clearly define goals.

LOS ANGELES provides an orientation kit for employers which outlines information to be communicated to youth, supervision and direction necessary for inexperienced youth, limited skills jobs best performed by youth, and instructions on completing evaluation forms.

PORTLAND, OR, developed a fact sheet to provide orientation to employers participating in Youth Opportunity Day. Employer representatives provided booths and informational sessions designed to provide labor market information to youth.

9. Follow-Up

Follow-up activities with employers, referral agencies, youth and their supervisors, and the media are some of the most important activities that program operators plan. Too often they become busy with day-to-day operations and neglect this important tool for assuring that objectives are met and for getting valuable feedback for program improvement.

Follow-up assures the smooth delivery of coordinated services among the groups participating in your summer youth employment program. Feedback from these groups will be of crucial importance during program operation and in planning for future programs.

At a minimum, keep those individuals who have committed their business to the program informed as to program progress, activities and results. Also solicit comments and recommendations and use them to improve your program. Make your contacts by phone, letter, newsletter, or a mid-pledge reception. Send "thank you" letters which includes information regarding placement outcomes and a certificate of appreciation for participation.

During your planning process, develop procedures that will put a staff member or referral agency in touch with hired youth and their immediate supervisors. These contacts will provide the needed periodic follow-up. The program operator or referral agency should also be available to youth and their supervisors should any problems develop. Be sure to recognize youth supervisors for their contributions to the program and to solicit their comments and suggestions.

Remember that youth participants can provide valuable information about their experiences. Their perceptions about program procedures and/or operations can be helpful in evaluating and planning for other programs. The young people who participated should also be recognized for their achievements. Perfect attendance, safety, or productivity and other awards can be made through cooperative arrangements between the employer and the program operator.

View publicity as an ongoing effort, although it can be scaled down as the summer progresses. Though advertisements may stop in August, you may use follow-up stories on specific young people and employers to highlight and showcase the program.

Too often the public never hears about the program again after the kickoff. An effective and successful program makes employers proud to participate and raises the self esteem of participating young people.

RICHMOND used a unique, promotional follow-up on placements called a Youth-a-thon. It offered free baseball tickets, donated by the local team, to employers who reported how many youth were hired. The employer and youth employees received the tickets.

DAYTON's SEEK provided students with a letter of introduction and a self-addressed card for the employer to return indicating that the student had been hired. Youth placed in not-for-profit agencies were provided support and follow-up through regular school counselor visits.

TORRANCE maintained an ongoing assessment. The coordinator, with help from the PIC, continually tracked job openings, placements, source of referrals, and the impact of promotional materials and activities. This information was used for newspaper articles, press releases, and speeches on how well the program was doing and to make changes and adjustments when needed.

SAN FRANCISCO followed its Phone Blitz with calls to employers who had made job commitments. The follow-up was designed to obtain specific information about job requirements and to establish interview dates. Follow-up calls are also made to youth after they have been hired.

NEWARK hired summer youth to help community agencies to follow-up with those on the job. They were also required to write letters of resignation at the end of the program. This procedure was good practice for the youth and protected employers from unemployment compensation after the program ended.

HOUSTON counselors assigned to the neighborhood centers spent a part of each day verifying placements and following up with students they already had placed.

10. Evaluation

Evaluation is simply an assessment of how successfully the program's objectives have been met. Evaluation objectives should be the criteria by which results are measured. Operators must decide the levels of achievement, based on the program's purpose and the time and resources available. Evaluation activities range from sophisticated, professional assistance to a minimum tally of how many job commitments were made, how many youth were referred, and how many were actually hired.

When properly designed, implemented and operated, the evaluation effort will be able to provide quantitative data to show that a program was effective and can highlight key factors that have contributed to its success. It can also provide feedback for improving the program, while the program is in progress as well as for the future. If the information system has been structured adequately, it can isolate which aspects of the program were successful and those which failed.

The kind and number of staff needed will depend upon the sophistication of the planned evaluation process. With highly detailed record keeping and reporting functions it becomes necessary to involve someone with a professional background in evaluation. At the very least, professional assistance should be available during the planning process. The evaluation staff needs to work with program staff to assist in identifying the data that's needed, the forms and the process for its collection and transmission.

The services of evaluation staff may be obtained in several ways, some at little or no cost to the program, i.e.:

- Research personnel on loan from large corporations;
- Consultants hired by the program;
- Evaluation staff incorporated into program operation and hired as program staff;
- A graduate student in social work or public administration might be able and willing to function as program evaluator as part of a field placement or to gather material for a thesis or dissertation.

Final program reports should summarize both the program's successes and problems and address the extent to which specific objectives have been met and the criteria by which results have been measured. Recommendations for future operation are a key element in the final report.

The NEW YORK CITY Partnership evaluation committee examined program data and compiled a printed report that included recommendations.

SAN LUIS OBISPO conducted a mid-summer phone survey of 10 employers. The survey asked five questions: Is the youth still employed? How would you characterize their job performance? Has the program helped you with summer hiring? Do you feel good about the program?

Should the program be continued? The results indicated an overall satisfaction by employers with the youth hired and a positive attitude toward the program in general.

NEWARK conducted a written survey of participating youth, employers, and community-based organizations. A good return of the questionnaires, used to write a final report, was received.

DAYTON conducted an informal, oral survey of employers and youth participants, collected basic data on activities, and developed specific recommendations for future programs. The final report was widely distributed and released at the closing press conference.

The CALIFORNIA state program used its '82 effort as a test to determine if a state-wide summer program was feasible and how it should be structured. The Task Force evaluated the effort at the end of the summer and began planning for the 1983 program.

TORRANCE conducted an ongoing assessment of activities at weekly meetings of the coordinating council. With this assessment, the staff kept tabs on job openings, sources of youth referrals, number of placements, and the impact of promotional materials and activities. The data demonstrated how the program was doing, and provided frequent news stories, and led to changes and adjustments.

Remediation & Linkages with Education

Intensive instruction in basic academic and functional competencies can be combined with summer work experience for economically disadvantaged youth participating in Summer Youth Employment Programs. Traditionally, the federal government and the private sector fund summer jobs which are a primary source of initial job experience and income for disadvantaged youth. While that experience pays off modestly in increased earnings in later life, obtaining a high-school diploma is more valuable for future earnings.

Disadvantaged youth who are behind one grade level or more in school are at-risk for

dropping out of school. Since learning gains made over the school year frequently decay over the summer months, the summer provides an unusual opportunity to reinforce school year learning. If basic academic, occupational and social competence instruction were combined with work experience for young people enrolled in Summer Youth Employment Programs, and continued for each successive summer until graduation, the program could potentially reduce school drop-out rates and ameliorate related social problems.

Such a summer program, providing disadvantaged young people who have been failing in

school with both jobs and remedial education has been initiated in Boston, Baltimore, and Pinnellas County, (Clearwater, St. Petersburg), Florida. Approximately 500 young people have participated in this pilot year of the Summer Training and Education Program (STEP). Over the next two years the demonstration program will expand to a total of six sites and is expected to serve in excess of 4,400 young people.

With initial funding provided by the Ford Foundation for research and technical assistance, Public/Private Ventures, Inc., a national non-profit corporation that designs and studies job training programs for the disadvantaged, has developed, managed, and evaluated the STEP program. Job stipends and the cost of remedial education is provided through the JTPA Title II-B grants and supplemented by local resources.

The young people enrolled in STEP are 14-15 year-olds who are at least one year behind in grade level and who are JTPA eligible. Program participants spend half of their time at their work site and the other half in the classroom, receiving instruction in reading and math. Classroom time is also spent on such issues as career exploration and responsible social behavior. Paying stipends during the remediation component is optional.

During the academic year, STEP participants may take part in tutorial and peer support activities designed to help them maintain and enhance progress made during the summer. Those young people who participate and perform satisfactorily in school are offered a better job during the following summer. Here's how three sites have used remediation in their summer programs.

Boston

The Boston STEP program served 250 participants during its pilot year and was operated as a decentralized effort by six area universities (Boston University, the University of Massachusetts, Northeastern University, New Massachusetts at Boston, Suffolk University, and Roxbury and Bunker Hill Community Colleges), and the Hubert Humphrey Occupational Research Center.

Each location provided both remediation training and functioned as a work site. Program participants were employed during the morning hours and attended classes in the afternoon.

Each university designed its own curriculum and program in accordance with guidelines established by Public/Private Ventures, Inc., the demonstration coordinator.

Pinnellas County, Florida (Clearwater, St. Petersburg)

In Pinnellas County, 175 young people participated in the STEP program. The pilot effort was operated through a single contractor (Youth Services Project, Inc.) in conjunction with an OIC center who was responsible for the remediation segment of the program. The use of a single contractor assured that each participant received the same curriculum.

All participants were integrated into the existing Summer Youth Employment Program with coordination into SYEP managed by a sub-contractor, Professional Employment and Training Services, Inc., (PETS).

Baltimore City

The Baltimore City program placed 75 participants at three high schools and each school served as both a remediation and work site. Each site served 25 students of the participant group. Half of the participants attended a three hour academic component in the morning while the other half were assigned to duties at the work site. In the afternoon the groups were reversed. The students in the STEP project worked an additional two weeks during the summer so that they could earn the same amount had they not had to go to remedial education classes.

Follow-up procedures focused on the formation of an academic club at each of the participating schools. The academic club functions as the mechanism for operating the program during the school year. Program participants work on areas of weakness in math, English, reading, science, and language skills.

Summary

Initial results from the three pilot sites show that participants made gains in math skills that were statistically significant. Participants did nearly as well in reading skills, although these were not statistically significant. Final evaluation results on the pilot effort are now being prepared and will be utilized in the planning and implementation of the expanded demonstration project during the summer of 1985.

The six demonstration sites planned for 1985 will have some significant differences from the pilot sites. In order to maintain continuity and accountability a common curriculum will be designed and utilized at each site. In addition, computer-assisted instruction will be utilized and a control group will be established at each demonstration site to help track net impacts of remediation.

STEP is a particularly attractive project because of its potential to build on the summer jobs programs. Due to their relatively stable funding, these programs are one of the best opportunities to reach large numbers of young people and impact in a positive sense not only upon their present need for a summer job but also upon their future/career potential.

Summer Jobs On Military Bases

Military installations located in communities throughout the nation form an excellent resource for creative summer jobs programming for young people. While the marketing of summer jobs programs to local base commanders may seem a complex task, it is in reality no different from the tasks involved in gaining the support of any major business in the community. As with any summer jobs program, planning is the crucial issue and needs to commence at least 6-8 months prior to the program start date. Local base commanders are the key to program acceptance and implementation. While most military installations want to demonstrate active community involvement, the base commander will not want to be involved in any effort which is not extremely well planned and managed. Anything that looks as if it will interrupt the normal operation of the facility or its ability to perform its mission will not be acceptable to the military.

During the summer of 1982, with funds provided by the Ralston Purina Company, Youth Service, U.S.A., Inc., developed the Summer Hire program to benefit needy young people (not military dependents) using the resources of a local military installation. The military facility functioned as a controlled learning environment allowing groups of young people to be exposed to the world of work through specific job training, structured tours, and activities emphasizing civilian occupations utilized by the military. Building upon positive past experience with the

Naval Air Station, Memphis, and the Defense Depot, Memphis, Youth Service, U.S.A., Inc. convinced the Tennessee Air National Guard to host and provide training for a Summer Hire program.

The program was structured to provide 7 hours per day, 4 days a week of specific job skills training at the work site and 1 hour per day of classroom employability skills training for juniors entering their senior year of high school. After initial agreement was obtained from the base commander, Youth Service U.S.A., Inc., assumed responsibility for quality control and program evaluation.

Participants were recruited from the Memphis City Schools and by Youth Services, U.S.A., Inc. One criteria for young people entering the program was an expressed interest in continuing their education after high school. Many of the youth enrolled in the program were able to use their newly acquired skills to obtain part-time employment and earn money for college.

Based upon results achieved with this and other programs utilizing military resources, Youth Service U.S.A., Inc., will be operating a Summer Hire program that is expected to serve as many as 350 young people at the Naval Air Station, Memphis, in the summer of 1985. Future plans call for building upon these experiences in other cities where Youth Service U.S.A., Inc. operates year-round youth programs and where there are local military installations.

Summer Vocational Exploration Programs (VEP)

VEP teaches young people about the world of work and acquaints them with various occupations and careers by giving them perspectives to help them make decisions about their future. Summer VEPs generally run for 8-10 weeks for an average of 35 hours a week.

The range of VEP activities is unlimited. On-site Exploration, Simulated Exploration, Employability Skills Development, Counseling and Educational Enrichment are the typical components.

Occasionally businesses set up training labs to offer exploration opportunities to 20-30 young people at a time. Other business contributions may include: 1) Speakers conducting tours through their business or seminars to introduce young people to the world of work; 2) Loan equipment for training labs; and 3) Loan staff.

VEP involvement affords employers the opportunity to help shape behavior and attitudes that young workers will bring to their jobs. It also gives them an opportunity to screen participants as potential employees.

VEP

The vocational exploration program in the PROVIDENCE, RI, summer youth effort is a comprehensive approach which employment and training agencies, business, and education work together to solve motivational, educational, and employment problems of the most needy youth (both in- and out-of-school). The recruitment and intake process is handled by the SDA and school counselors, community-based organizations, vocational rehabilitation, local training institutions, and schools for the deaf. Job sites are developed on the basis of the kinds of jobs in demand locally and the potential of a permanent job at the end of the program. Each staff member is responsible for providing all functions required for the program; recruit and screen youth; market and monitor a VEP slot and counsel these youth throughout the program.

Summer-on-the-Job Training

OJT work site developments is an option for summer programs. It is appropriate for graduating seniors, who will be continued by the employer in a full-time job after training. It can also be used for in-school youth, provided, at the end of the training period, the participant possesses the skills essential to adequate job performance. Programs which have used OJT placements have eliminated the requirements that employers retain the participant beyond the summer, though it is anticipated that the placement will result in a part-time job for the in-school youth upon completion of training.

NASSAU COUNTY, NY used OJT as a dual incentive for its RISE (Reaching Industry for Summer Employment). The primary purpose was to develop the employability of youth by:

- 1) Providing youth jobs to enable them to return

to and complete school; 2) Prepare for local job opportunities; and, 3) Develop positive job opportunities and good work habits.

Employers were provided: 1) Free recruitment and screening; 2) An opportunity to train potential employees; 3) Reimbursement of 50 percent of the employee's hourly wage, or of 75 percent if the employee was 16 or 17 years old or handicapped; and 4) An opportunity to help disadvantaged youth. Priority for jobs was given to out-of-school, minority, limited-English-speaking and single parents. The Private Industry Council and Office of Employment and Training administered the program. Youth were recruited by schools, CBOs, and youth boards/councils. The Neighborhood Youth Corps conducted pre-job training, counseling, matching, placement and monitoring.

Special State and City-Wide Efforts

State-Wide Efforts

Enlisting state-wide participation provides momentum which is invaluable in promoting summer-youth-jobs on a broad base with key citizen support.

UTAH's summer youth program was a state-wide effort concentrated in Salt Lake City, Provo, Kaysville and Ogden. The governor issued a proclamation establishing May 16-22 as "Summer Youth Employment Week." The project was designed to develop a public/private partnership and to establish a consortium of employment and training offices to coordinate it. Mountain Bell Telephone Company agreed to sponsor the program and provided a loaned executive to serve as coordinator full-time for six months. Four other loaned executives from Mountain Bell and 10 executives from other companies helped to solicit jobs. A traditional NAB pledge campaign, including a one-week phon-a-thon obtained job orders. The orders were processed in Salt Lake City and distributed to the other areas according to the location of the job. The Employment and Training Office and the State Job Service Offices recruited and referred applicants to jobs. The program identified 375 jobs and placed 284.

COLORADO's "Summer Job Hunt for 1983" was jointly operated by the Colorado Alliance of Business, the State, and Denver's KMGH-TV. Youth were recruited and provided training through the school systems. In some communities, placement was done by the Job Service. In Meeker, the program operated from the police chief's office. Most of the 10,000-plus served through the program were from minority families.

CALIFORNIA's Youth Employment Summer '84 was initiated, coordinated, and implemented within four weeks. A task force, including representatives from the Governor's Office, State Legislature, Health and Welfare Agency, Employment Development Department, State Employment and Training Office, Department of Education, Department of Business and Economic Development, and the National Alliance of Business, was formed to provide technical assistance. Six sites—Fresno, Pasadena, San Jose, Solano County, Stanislaus County, and Stockton were selected because of interest and commitment to run the program in tandem with existing summer youth activities. Features of the project were the high level of support to augment activities at the local level, public/private

partnerships, and replication of the NAB model, all of which were designed to create a coalition of business and government organizations to recruit and place youth in summer jobs.

MICHIGAN's statewide program was administered jointly by its departments of Education and Labor. A major objective was to promote a public/private partnership. The governor issued an Executive Declaration in Observance of May as Youth Employment Month. Training sessions were held throughout the state in February for school and employment and training staff. An idea packet, containing a variety of resources, was developed for training. Promotional materials developed and distributed by the Youth Clearinghouse included brochures, posters, flyers, radio, television, and print advertisements and were used state-wide. The program also marketed the use of Targeted Jobs Tax Credits through the Job Service.

City-Wide Efforts

Here's how six cities organized innovative and successful projects creating hundreds of summer youth jobs.

RICHMOND's summer jobs for youth program developed broad-based and high-level support from the governor, mayor, and business community. Administered by the Private Industry Council/Chamber of Commerce and the National Alliance of Business, the program was coordinated by a team including a PIC/NAB/CC staff person, a loaned executive from Phillip Morris, and a business consultant. The program was organized and implemented through several committees that included representatives from the Optimists and Kiwanis clubs, Urban League, Jaycees, Retired Teachers Association, New Horizons, RENTA-TEEN (youth organization), Job Service, Afro-American Newspaper, and Richmond Urban Institute. Virginia Commonwealth University, area guidance counselors, Reynolds Metal, and many other corporations actively participated. The program brought together over 250 volunteers and 76 business and civic leaders and placed 1,084 youth. Additionally, 5,844 youth were employed by local businesses and 1,570 found employment through the cooperating agencies.

TAMPA started Pledge-A-Job when the city faced a 23% reduction in its subsidized summer youth employment program. The City hoped that a pledge program involving the private sector would substantially increase sum-

mer job opportunities for youth. The pledge program's goal was to match each public sector job with a pledge for a private sector job. The first summer, 1982, Pledge-A-Job exceeded its goal by 300. During the summer of 1983, the goal was set at 1,300—the number of actual pledges received in 1982. Again, Pledge-A-Job surpassed its goal—this time by 62%. For the summer of 1984, the Pledge-A-Job goal was 2,100 pledges in the private sector.

The program's marketing strategy emphasizes the benefits to business of hiring young people for summer jobs. The program encourages businesses to use the Targeted Jobs Tax Credit by pointing out that the tax credit enables companies to hire young people at an after-tax cost of approximately 50 cents an hour.

Staff explore every avenue for free or low-cost publicity. Last summer's kick-off event took place at one of the city's major shopping malls on tax day, April 15. The ceremonies emphasized the tax savings and other advantages of hiring young people. Public service announcements also emphasize the tax breaks to business.

Applicants for both Pledge-A-Job and the Summer Youth Employment Program (SYEP) are recruited at the same time. Volunteers from the Tampa Community Development Office and other community agencies as well as the school system distribute about 28,000 handbills at local shopping malls and door-to-door to announce the dates that representatives from the Job Service accept applications.

For 12- to 15-year olds the program coordinates with the Rent-A-Kid program, a project sponsored by the Boys and Girls Club of Greater Tampa which provides a clearinghouse for younger people who are available for temporary jobs such as yardwork and babysitting.

Pledge-A-Job's marketing efforts have succeeded in supplementing the number of summer jobs available for Tampa's young people. The pledge program's initial goal was to match each public sector job with one in the private sector. Private sector job pledges now far outnumber the public sector job opportunities.

BALTIMORE's program capitalized on the Mayor's Blue-Chip-In program. The mayor had established broad community awareness by emphasizing the loss in purchasing power and economic vitality in the city through federal government cuts. He gave the business commu-

nity an opportunity to become involved with the city government in solving the problem. Through a series of joint meetings, luncheons, and social affairs, Blue-Chip-In asked corporations to invest in a project (provide the necessary funding). When the summer program was launched, businesses were asked to provide either cash or jobs. At the kickoff breakfast for large and small businesses, government agencies, church leaders, community groups, the mayor said, "You know the problem; do something about it. Let's provide our youth with jobs." The city responded. Over \$500,000 in cash was received by the Baltimore City Foundation, Inc. (established to make the investment tax-deductible) and approximately 700 youth were placed in private sector jobs. A thermometer placed near city hall monitored receipts throughout the summer, and a large billboard, provided by McDonald's, said, "Thank You Baltimore for Chipping In."

In MIDDLESEX COUNTY, NJ, a recent innovation for the Middlesex Private Industry Council has been a summer jobs program for young people. When the council first expressed an interest in a summer jobs program staff did an analysis of several other private sector summer job programs and concluded that it would take nearly a year to put one in motion.

The council persisted, but made the decision to spend only time and energy—not money—on the program in 1984. With the council coordinating the effort and doing the public relations, a mailing went out to more than 5,000 businesses over the PIC chair's signature. The Employment Service agreed to handle the referrals and the certification. The county provided counselors and support staff and Mobil, Johnson & Johnson, IBM and Squibb donated money for advertising. A number of community organizations also provided support services and transportation.

In a few short months the county had moved from zero to 300 private sector summer jobs for disadvantaged youth.

The plans called for limiting participation to young people who qualify for assistance under the Job Training Partnership Act. However, the council foresees having more jobs than it can fill with that group, and in that case will move to the next rung of financial need to recruit workers.

The SAN FRANCISCO Mayor's Summer Youth Program was operated by the Mayor's Office of

Employment and Training, the Private Industry Council, and the local business community. The program has become increasingly effective, with placements reaching 761. A two-week telephone blitz was the major job development effort. It was also used as a media event with the mayor asking employers for job pledges. Volunteers called employers asking them to hire a youth. Those who could not hire someone were asked to support the program through financial or in-kind contributions. Job pledges were turned over to the Mayor's Youth Service Office staff. Youth recruitment, job preparation, and job referral were also handled by the Youth Services Office, whose staff trained youth on how to interview for jobs and how to look for work. A reception was held in June to recognize the volunteers from business organizations and local government who assisted.

The 1984 OAKLAND Mayor's Summer Jobs Program (MSJP), in its 15th year as a joint effort of the private sector, local government, and

community organizations, reached an all-time high of 95.5 placements. The MSJP Executive Committee began planning the 1984 campaign in the fall of 1984 and selected a private sector chairperson. The program was financed by the private sector (53%) and Oakland Economic Development and Employment (OEDE) funds. Extensive publicity, including television coverage, numerous newspaper articles, electronic billboards, special license plates, phone stickers, door hangers, etc. focused attention on the program. Job development was accomplished through this advertising campaign, solicitation letters to employers, and a telephone blitz. The Oakland Job Service Office was responsible for job pledge following up generated by the telephone blitz. The Oakland Job Service Office also was responsible for youth recruitment, work registration, and job referral. A 12-minute videotape, developed to provide work orientation, was required study for before youth were referred to job interviews.

How Eight Corporations Created Hundreds of Summer Youth Jobs

Chevron USA

Chevron USA has developed a program whereby it underwrites jobs in the public sector and non-profit organizations. Their original approach piloted in San Francisco and now nationwide in scope has been recognized by the White House as a model for other businesses.

Until recently, Chevron's need for additional personnel was so small that it limited the company's participation in the summer youth jobs program. But in 1983 they originated the approach of donating jobs to public sector agencies which need but cannot afford additional workers during the summer.

Started with a 90-job pilot program in San Francisco (where the company is headquartered) and other Bay Area communities, it was so successful that it was used as a model to extend Chevron's commitment across the country.

Chevron has now fielded a \$250,000 project in 18 of its operating locations, underwriting jobs for 200 young people. It is the first such nationwide corporate program.

The 1984 program covered nine California cities: as well as Atlanta, GA; Seattle, WA; Denver, CO; New Orleans, LA; Louisville, KY; Miami, FL; Perth Amboy, NJ; Washington, DC; and, Bridgeport, CT.

With few exceptions, funding recipients are local Private Industry Councils who work with their respective heads of government to administer programs, recruit participants and evaluate performance.

Eastman Kodak Company

The EASTMAN KODAK COMPANY funds the Teens on Patrol (TOPs) program as a community service. Every summer, it offers jobs in the Rochester Police Department to approximately 100 inner city youths. TOPs has two main

objectives: to help the participants become aware of the expectations of the working world and to build an understanding of the unique pressures faced by law enforcement personnel.

The Eastman Kodak Company made a grant to Rochester Jobs, Inc. (RJI), a non-profit, community service organization, stipulating that the program be geared to leaders and members of organized teenage gangs. RJI developed the program with the Community Services Unit of the Rochester Police Department.

Participants in TOPs work five-hour days for eight weeks at the minimum wage. The first two days of the program are devoted to an orientation session designed to instill an understanding of basic job requirements (good attendance, promptness, good appearance, and other factors) as well as the specific requirements of their TOPs assignments, such as procedures for signing in and out and job site conduct. The orientation also touches on areas important to the well being of youth, such as good nutrition, and helps them recognize that their supervisors are available for guidance and assistance with any problems, both in or out of the program. Participants are issued T-shirts and jackets with emblems identifying them as TOPs.

TOPs jobs include: recreation aides, security patrols in city garages; assistance to elderly people living in Rochester Housing Authority units and the patrol of those buildings; acting as aides in programs for retarded children; and others.

IDS Life Insurance Company

The IDS LIFE INSURANCE COMPANY made a strong commitment through its summer jobs program in Minneapolis and St. Paul. IDS sponsored 100 jobs in 50 community agencies for economically disadvantaged students. One hundred IDS employees volunteered to serve as student buddies during the eight-week program. Special seminars were scheduled each Monday morning on various aspects of the work world, including goal setting, conflict management, and interviewing skills. Work groups, named "The Green Machine," "Bubblin' Brown Sugar," and "Orange Crush," focused on free wheeling interaction and hands-on exercises. The Institute of Cultural Affairs (ICA) developed the seminars and orientation, which brought the students, agency supervisors and IDS buddies together to a park for a picnic.

PAC Team (Partners Aiding Communities) T-shirts and box lunches were handed out as students, buddies and supervisors introduced themselves.

Polaroid Corporation

The Polaroid Corporation created Inner City, Inc. and operated without any public funds, an excellent project for preparing unemployed individuals for more than just a job. Inner City, Inc. supports itself by operating a manufacturing facility where disadvantaged trainees produce camera parts which are used by the parent corporation.

But the production experience is just a framework in which participants learn to succeed in the work place. Bolstered with intensive work readiness seminars, personal and career counseling sessions, and educational programs. Polaroid's Inner City graduates are promised permanent jobs. Since 1968, that promise has been kept for more than 1,500 people, about 100 a year, who have been hired by 70 area firms.

During the summer of 1983, Inner City faced a dramatic though temporary production increase that might have disrupted a less resourceful operation. Polaroid's Camera Division asked the firm to quadruple its daily production of inner camera components. This high volume effort was expected to last about six months.

In preparing for the increase the firm decided to try something new—a Summer Work Program for high school students. Inner City was determined to make this project more than just a job. With the help of the Boston Private Industry Council, Inner City recruited 20 students from local high schools and while the applicants did not have to be economically disadvantaged to qualify, nearly all of them were.

The company developed a modified nine week version of its regular training program that combined manufacturing training with job readiness seminars and career exploration activities. Like their counterparts in the regular program, summer trainees received minimum wages for their work. The basics of the two programs were similar, but the mechanics of how each operated were not.

The staff felt that integrating the students into the regular assembly line might be disruptive to

other trainees. It expected an initially high drop-out rate among its summer hires, along with low production levels and undisciplined behavior.

To meet these expected difficulties, Inner City separated its summer workers from regular program trainees. They had their own production supervisor and individual work stations where each assembled an entire camera component instead of just part of one. This gave the Inner City staff more control over the students, which they felt they needed since it was a new program.

As it turned out, a lot of the apprehensions were unfounded. None of the students left the program in the early weeks, although two quit and three were terminated near its conclusion. Daily production rates were nearly twice as high as expected. Discipline problems were minimal.

Between the work of the summer hires and the regular trainees, Inner City never missed a day's schedule during the production scale up. After the program ended about a dozen of the students were kept working part-time until production was scaled down to its normal level.

According to Inner City the Summer Work Program was one of the biggest challenges they ever had, but it worked out better than anyone could have imagined. The firm also operated the program this past summer even though there was no production increase and hopes to see the Summer Work Program become a regular feature at Inner City. As a carry-over, the firm may begin running job-preparation seminars for the Boston public school system.

Ralston Purina

RALSTON PURINA began its national summer jobs program in 1981 in response to the increase in youth unemployment. Its objective is to provide funding for the summer employment of disadvantaged youth who have completed junior high school and are potential dropouts because they lack the money to stay in school.

Ralston Purina makes grants to community-based agencies that serve young people in cities where Ralston Purina plants are located. The grants provide minimum rates for youths and cover the employer's portion of the F.I.C.A. tax, workman's compensation insurance and unemployment compensation, as required by law for

a particular job or job location. Funds are allocated for 20 hours of work per week, for a period of 10 weeks. Funds are available for no more than 30 jobs per grant. Agencies receiving funding must submit a mid-program and a final evaluation report. Proposals are funded on the basis of the types of jobs to be offered. Each proposed job is evaluated on its skill-producing and/or skill-using potential. Jobs which only serve to "introduce" the worker to a field without providing real "hands-on" experience are eliminated.

During the summer of 1984 the company provided summer employment to 670 using high school seniors in 34 cities.

Xerox

XEROX funded nine community-based projects in seven cities. These emphasized creating summer jobs that provided work experiences and skills that would enhance the youngster's ability to find meaningful full-time employment or educational opportunities once the summer was over. Each project involved at least one of these areas:

- Print and electronic journalism
- Energy conservation
- Education
- Urban revitalization
- Career preparation and training

The Safeco Insurance Company

The private sector rallied around a fund-raising campaign organized by SAFECO INSURANCE CO. in SEATTLE, to finance summer jobs for young people. The campaign raised almost \$300,000 and gave over 260 youth eight weeks of productive work in the private non-profit sector.

General Foods

GENERAL FOODS sponsored Operation Opportunity since 1967. The objective is to make it possible for a large number of needy students to go on to college and to fulfill meaningful careers.

General Foods matches the wages earned, placing the money in an escrow account for post-high school education. In 1984, it hired 80 students. In addition, six field locations hired teenagers for summer work.

Appendix

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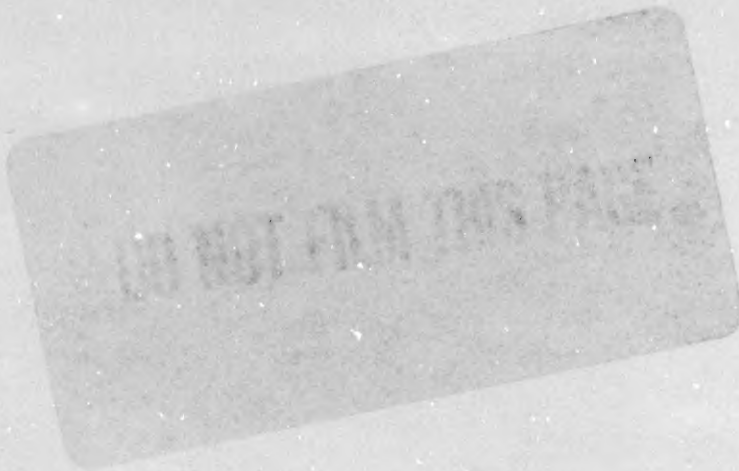
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NAB is an independent, business-led, non-profit corporation whose mission is to increase private sector training and job opportunities for the economically disadvantaged and long-term unemployed by building and strengthening public/private partnerships of business, government, labor, education, and community-based groups.



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